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3D Course Review How-to’s

This document summarizes the procedures and instruments resulting from the 2009-2010 formative/summative research study of PBS TeacherLine’s (TL) online course facilitation quality and support. Testing and refinement took place during four consecutive course terms, and was guided by active input provided by TL leaders, facilitators, and TL course learners.

PBS TeacherLine’s facilitation support program provides online course instructors with two key advantages:

1. Personalized performance **feedback** from multiple perspectives to prompt data-driven instruction
2. **Support** that embodies many current research-based best practices including the use of peer support, professional learning communities, and problem-based learning.

**PBS TeacherLine’s facilitation support model, compared with research-based best practices**

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| Research-based best practices | PBS TeacherLine |
| Peer support | Mentoring, FUN |
| Ongoing, embedded guidance | FUN, Personalized course reviews |
| Problem-based | Mentoring, FUN, Assignments within OFT I and OFT II, Faculty meetings, Personalized course reviews |
| Differentiated | Courses (OFT I and II), Dyadic peer mentoring, Learning community through the FUN, and personalized course reviews |
| Online | All facets take place online |

**A. Procedures: 3D Course reviews**

Facilitators receive up to two course reviews annually. Each review uses common research-based criteria and scales to rate a facilitator’s performance from three perspectives: facilitator, a TL leader, and course learners in aggregte. PBS TeacherLine aggregates and summarizes these data into a personalized course review document that is provided to each facilitator at the end of the term. The instruments that facilitators use to reflect on their teaching are differentiated; Lv II logs ask facilitators to answer additional questions about a prior course review and have been shown to stimulate critical reflection among facilitators.

Here are the steps involved with evaluating individual TL course facilitators through the course review process:

What to do:

1. At the *start* of a course term:

a. Deploy Lv II reflection logs to all facilitators that have participated in the course review process at least once during the prior calendar year; Deploy Lv I reflection logs to everyone else. The goal is to have all facilitators complete one Lv II log annually. For newer facilitators, this will require them to first complete their Lv I log.

2. *Midway* through each course term:

a. Deploy the post-course learner survey

b. Remind facilitators and learners to complete reflection logs and learner surveys respectively

c. Provide learner survey response rates to each facilitator as the term ends

d. Conduct TL course review

3. After each course term ends:

a. Match each learner’s survey data with his/her facilitator

b. Calculate response rates for each facilitator

c. Match facilitator reflection log data with learner data with PBS TL data

d. Prepare course review and share it with facilitators

**B. Documents (www.altasolutionsgroup.com/projects):**

Reflection Log Level I

Reflection Log Level II

Post-course learner survey

TL course review rubric

Log Level I 3D Course Review Template

Log Level II 3D Course Review Template

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